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AN ANALYSIS OF DISTRIBUTIVE EDUCATION STUDENTS'  
ATTITUDES TOWARD THEIR CLASSROOM INSTRUCTION,  
THEIR WORK EXPERIENCE, AND  
CAREERS IN DISTRIBUTION

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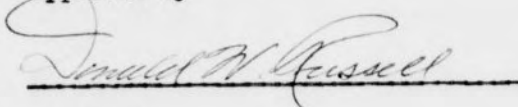
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The University of North Carolina at Greensboro  
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pp. 84.

The purpose of this study was to determine the attitudes of distributive education students toward their classroom instruction, their work experiences, and careers in distribution.

A modified version of a summated rating scale, providing for both objective and subjective responses, was used to determine student attitudes. Validity was determined by internal consistency and logical or curricular methods. The split halves method was used to determine reliability. Use of a scoring key insured objectivity.

Many literature sources were examined, and instructors in the field of distributive education were consulted for concise statements which illustrated either advantageous (favorable) or adverse (unfavorable) aspects of classroom instruction, work experience, or careers in distribution. Student attitudes were revealed by objective responses to statements and subjective answers to questions. A value of 5 was always given to the strongly agree response to a favorable statement, 3 to the undecided response, and 1 to the strongly disagree response. Since there were twenty-five statements for each area, any total area score above 75 (twenty-five statements  $\times$  3 = 75) was considered indicative of a favorable attitude. Useable responses were received from 191 distributive education students in three Greensboro, North Carolina, City high schools and four Guilford County high schools.

Approximately 91%, 174 students, scored above 75 on the classroom instruction scale. Only one statement had an average score below 3.0. Twenty-four students liked class discussions, eleven the method of



instruction, and forty-one disliked nothing about their classroom training.

On the work experience scale, 166 students, approximately 87% scored above 75. Only three statements had an average score of 3.0 or below. Fifty-six students liked experience and preparation for the future, knowledge of distributive occupations obtained in work experience, and thirty-seven disliked nothing about their work experience.

Scores on the careers in distribution scale were lower, yet 159 students, or approximately 78% scored above 75. Six statements received average scores of 3.0 or below. Many dislikes of a career in distribution were cited, but thirty-seven students disliked nothing and thirty-one liked the unlimited advancement opportunities.

Computation of correlation coefficients between each of the areas revealed, +.993 correlation between attitudes toward classroom instruction and work experience, +.980 between attitudes toward classroom instruction and careers in distribution, and +.982 between attitudes toward work experience and careers in distribution.

Better employer-employee relations, better working hours, higher salaries and a higher regard for the role of distributive education by training stations and distributive occupations are improvements desired by students. Students indicated classroom training and work experience prepared them for the future and gave them a knowledge of distributive occupations.

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## CHAPTER I

### NATURE OF THE PROBLEM

#### Purpose of the Study

The purpose of this study was to determine the attitudes of distributive education students toward their classroom instruction, their work experiences, and careers in distribution. "The concept 'attitude' will be used here to denote the sum total of a man's inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats, and convictions about any specific topic."<sup>1</sup> Thus in this study distributive education students' attitudes toward their classroom instruction, their work experiences, and careers in distribution encompass all that the students feel and think about these areas. Students' attitudes were determined by measurement of their opinions. The concept "opinion" means a verbal expression of attitude; it expresses or symbolizes an attitude.<sup>2</sup>

#### Need for the Study

Distributive Education is a co-operative program of instruction designed to prepare students for work in the field of distribution - the marketing and merchandising of goods and services. Harland E. Samson,

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<sup>1</sup>Louis Leon Thurstone, The Measurement of Values (Chicago: University of Chicago Press, 1959), p. 216.

<sup>2</sup>Ibid.

Teacher Educator of Distributive Education at Iowa State Teachers College, states:

If adolescent values had no effect either on the personalities of the adolescent, upon their work in school, or upon their aspirations, they might be dismissed as irrelevant to the problems of education; but they do and they have become an important element in the functioning of a distributive program.<sup>1</sup>

Discussions were held with nine distributive education teacher co-ordinators. All expressed the need for this study and indicated unfavorable attitudes of distributive education students toward their classroom instruction, their work experience, and careers in distribution could result in the following consequences:

1. Wasted time, talents, and energies of distributive education teacher co-ordinators.
  2. Diversion of personnel trained in marketing and distribution to other occupations.
  3. Utilization of unqualified persons to fill the vacancies in distributive occupations, thus resulting in lower occupational standards.
- Typical teacher comments included: "I can hardly wait to see your results," "National and state leaders should review your findings," "This will help all of us improve our programs," and "I already see some areas in which I can improve."

#### Statement of the Problem

The problem under study was threefold:

1. To determine the attitudes of distributive education students toward their classroom instruction, their work experience, and careers in distribution.

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<sup>1</sup>Harland E. Samson, "Research in Career Development for Distributive Education," Business Education Forum, XVI, No. 7 (April, 1962), 18.



2. To identify specific aspects of classroom instruction, work experience, and careers in distribution, which distributive education students rate the most favorable or the most unfavorable.

3. To determine the relationship among distributive education students' attitudes toward their classroom instruction, their work experience, and careers in distribution.

### Statement of the Hypotheses

To serve as a guide for this study the following hypotheses were formulated:

1. Distributive education students tend to express, through ratings and opinions, favorable rather than unfavorable attitudes toward their classroom instruction, their work experience, and careers in distribution.

2. A positive relationship exists among distributive education students' attitudes toward their classroom instruction, their work experience, and careers in distribution.

### Definition of Terms

Several concepts used in this study require clarification. They are:

1. Career Objective - An identifying term amplifying the controlling purpose of the cooperative program - to fit students for useful and successful employment in the field of distribution. Career objective suggests that there is an on-going process of developing within the framework of the student's chosen endeavor in which he is interested and for which he is well qualified. To this end, the distributive education program will serve effectively by providing the necessary instruction and experience for a variety of talents possessed by students who have selected distribution as an avenue for employment.<sup>1</sup>

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<sup>1</sup>U.S. Department of Health, Education, and Welfare, Office of Education, Distributive Education: A Study of Curriculum Development in the High School Cooperative Program, Vocational Division Bulletin No. 281, Distributive Education Series No. 28, 1960, p. 7. Cited hereafter as U.S. Dept. HEW, Off. Ed., Distributive Education . . ., Voc. Div. Bull. No. 281, 1960.

2. Classroom Instruction - All instruction must revolve around the career objectives of the students and the needs of those engaged in distribution. This instruction will relate to present job specialization and to information needed for career development within the field. To reach these goals, instruction will take two forms: group instruction and individualized instruction. Group instruction is concerned with basic concepts in distribution and marketing, which are presented to all students. Individualized instruction involves specialized instruction of direct value to the individual student as he performs in his current distributive occupation and as he plans for full-time employment.<sup>1</sup>

3. The Discipline of Distribution - Instruction which is concerned with a basic body of knowledge unique to an explicit area is regarded as an instructional discipline. The discipline identified for the cooperative distributive education program is distribution.<sup>2</sup>

4. Distributive Education - A branch of education concerned with preparing persons to enter the field of selling and merchandising goods and services and with increasing the efficiency of those already so occupied.<sup>3</sup>

Distributive education is composed of the high school co-operative program, post high school co-operative program, and the adult program. In this study, the concept "distributive education" refers to the high school co-operative program.

5. Distributive Occupations - Occupations for which this education is offered include those followed by proprietors, managers, or employees engaged primarily in marketing or merchandising goods or services. Such occupations may be found in various business establishments, including but not limited to, retailing, wholesaling, manufacturing, storing, transporting, financing, and riskbearing. Distributive occupations do not include trade, industrial, or office occupations.<sup>4</sup>

6. Favorable and Unfavorable Attitudes - Webster defines favorable as favoring, approving, tending to favor, or advantageous.<sup>5</sup> Unfavorable

<sup>1</sup>Ibid., p. 12.

<sup>2</sup>Ibid., p. 2.

<sup>3</sup>Carter V. Good, Dictionary of Education (New York: McGraw Hill Book Company, Inc., 1959), p. 181.

<sup>4</sup>U.S. Dept. HEW, Off. Ed., Distributive Education . . ., Voc. Div. Bull. No. 281, 1960, p. 2.

<sup>5</sup>Webster's New Collegiate Dictionary (Springfield, Massachusetts: G. & C. Merriam Co., 1959), p. 302.

means adverse or contrary.<sup>1</sup> Many literature sources were examined, and instructors in the field of distributive education were consulted for concise statements which illustrated either advantageous or adverse aspects of classroom instruction, work experience, or careers in distribution. Favorable student attitudes were revealed by responses indicating approval (Strongly Agree, Agree) of advantageous aspects, and disapproval (Disagree, Strongly Disagree) of adverse aspects.

7. High School Co-operative Program - The term "cooperative" reflects the working relationship which exists between the secondary school and the business community to achieve the basic objective of preparing young people for careers in distribution. Properly conceived, the classroom represents the center of the instructional program, and the employment status of the students serves to provide the necessary laboratory experience.<sup>2</sup>

8. On-The-Job Instruction - The purpose of on-the-job training is to make application of basic knowledge in a job situation and to receive instruction and gain experience in a distributive occupation. The student thereby experiences the realities of business activity paralleling, in time, classroom instruction. In this sense, the employing agency (training station) becomes, for the student, a laboratory situation.<sup>3</sup>

In this study the term "work experience" is synonymous with the concept "on-the-job instruction."

9. The Teacher-Co-ordinator - The teacher-coordinator occupies the prominent spot in the distributive education cooperative program in that he is responsible for the instruction the students receive and for the operating procedures of the program. He determines, to a large extent, the direction and pace of the cooperative program.<sup>4</sup>

10. The Training Sponsor - The training sponsor is the individual to whom the distributive education student looks for instruction and training on the job. He may be the owner or manager, or he may be a responsible individual appointed by management. Any one student may

<sup>1</sup>Ibid., p. 928.

<sup>2</sup>U.S. Dept. HEW, Off. Ed., Distributive Education . . ., Voc. Div. Bull. No. 281, 1960, p. 2.

<sup>3</sup>Ibid., p. 16.

<sup>4</sup>Ibid., p. 9.

have one or more training sponsors during the course of his enrollment in the program, depending upon the nature of progressive experiences provided for the student and the size of the distributive enterprise in which he is employed.<sup>1</sup>

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<sup>1</sup>Ibid., p. 11.

## CHAPTER II

### REVIEW OF THE LITERATURE

Three major sources were helpful in providing literature pertinent to this study: The State Department of Public Instruction, Raleigh, North Carolina; Mr. William G. Slattery, Teacher Educator of Distributive Education, The University of North Carolina; and the Business Education Index 1941-1962. An examination of literature provided by these sources and others revealed no research studies primarily concerned with distributive education students' attitudes toward their classroom instruction, their work experience, and careers in distribution. Several references were found concerning the formation of distributive education students' attitudes in the classroom, on the job, and toward a career objective.

#### Literature Providing Background for the Study

The importance of students' attitudes cannot be overstated. Samson well expresses a current sentiment of many teachers of distributive education:

There can be little question that today's adolescents are conscious of the "right things." They want to be taking the right courses and be working toward the right career. If a particular career does not meet the "appropriateness standard" of youth, it may be because the occupation has not managed to adequately describe itself. Many occupations are living today in the shadow of an image made many years ago. Studies should attempt to find how the limited views of the student can be corrected.<sup>1</sup>

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<sup>1</sup>Samson, Business Education Forum, XVI, No. 7, 19.



Authorities in the field of distributive education stress the importance of developing positive student attitudes toward classroom instruction, work experience, and career objectives. The Minnesota State Supervisor of Distributive Education, Howard C. Rosenwinkel states:

Instruction should be devoted to developing the needed personal qualities for success on the job. Attention should be given to the development of positive attitudes during and immediately following the period when coordinator and training sponsor have evaluated the student's progress on the job. It is through effective instruction both in the classroom and on the job that the student makes progress in his job and career in distribution.<sup>1</sup>

Warren G. Meyer, Teacher Educator of Distributive Education at The University of Minnesota comments:

Regardless of the occupational level for which the instruction is intended, the outcomes pertaining to work attitudes should be the same. For example every student should appreciate the dignity of work, have a wholesome attitude toward employers, co-workers, and customers, and possess the traits, specific habits, and attitudes of a good citizen worker.

Since most distributive occupations draw heavily on social abilities, each program should develop human relations and communication skills and attitudes commensurate with the needs of the occupations sought.<sup>2</sup>

Tennyson and Blocher state:

During the Exploratory Stage, (ten years during and immediately following high school) the young person progresses through a period of self examination, role tryouts, and occupational exploration. New experiences in school and work provide an opportunity for the student to try out new roles and relationships and to test his evolving self concept. There is a growing awareness during this period, and later as the young person tries to establish himself that his choices are affected not alone by the necessity of making a living, but by the desire also of living a certain kind of life.<sup>3</sup>

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<sup>1</sup>Howard C. Rosenwinkel, "Evaluative Criteria for Distributive Education: Instructional Activities," Business Education Forum, XV, No. 7 (April, 1961), 20.

<sup>2</sup>Warren G. Meyer, "Evaluative Criteria for Distributive Education: Outcomes, Special Characteristics, and Evaluation of Instruction," Business Education Forum, XV, No. 7 (April, 1961), 24.

<sup>3</sup>W. Wesley Tennyson and Donald H. Blocher, "Career Development," Business Education Forum, XVI, No. 7 (April, 1962), 8.



# Literature Concerning Formation of Attitudes in the Classroom

Logan poses a challenge to all teachers of distributive education:

What makes a teenager tick? What are his hopes, his ambitions? The salesmanship teacher should know teenagers as a group and the individuals within the group if he wants to be a good teacher. He should know their backgrounds, their interests, their hopes. The more he knows about them, the better he will be as a teacher.

.....  
The real teacher can give his salesmanship class new life by taking advantage of his knowledge and understanding of the factors that motivate teenagers. The discerning teacher will also know how each student in his class fits into the pattern of similarities, as well as the pattern of differences.<sup>1</sup>

Attitudes "make a teenager tick."<sup>2</sup> A distributive education student's attitudes toward his classroom instruction encompasses all he feels and thinks about this instruction. One of the foremost tasks of a distributive education instructor is the development of positive student attitudes toward classroom instruction. According to Rosenwinkel:

instruction in distributive education is intended to provide the necessary goals, knowledges, understandings, and attitudes needed by young people preparing for jobs and careers in distribution. A good instructor uses classroom activities that help the student develop the ability to think critically and to use available community resources such as employers, co-workers, the merchandise with which he works and his experiences on the job. It also includes attitude building activities such as role-playing, resource speakers, field interviews, and observations of actual business practices on the job. A good understanding of the broad aspects of distribution is incorporated in high quality instruction.<sup>3</sup>

Other approaches are suggested by Abrahamson:

In a good cooperative education program, classroom instruction is closely correlated with work experiences and the two are interdependent. The classroom should provide an opportunity for the

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<sup>1</sup>William B. Logan, "Teenagers Teachers Textbooks and Techniques in Teaching Salesmanship," Business Education Forum, XIII, No. 7 (April, 1959), 7.

<sup>2</sup>Ibid.

<sup>3</sup>Rosenwinkel, Business Education Forum, XVI, No. 7 (April, 1962), 12-13.

student to learn how to go about building a reasonable accurate image of a business and of the distributive occupations in which he is interested. . . . In the classroom he should become aware of the roles and status of various occupations within an organization and how they are appraised by teenagers and by the lay public.

Course content in distributive education classes should be identified closely with the information, understandings, attitudes and skills necessary for persons to enter and advance in the field of distribution. . . . Since most of the students in high school distributive education programs are new to the field, the course content should provide a solid foundation in the skills necessary to enter the occupation. The student's reaction to these basic activities gives him some idea as to whether or not he will like a career in which they are involved.

The classroom can provide . . . the skills and informational background needed for career progress in the company and in the industry. . . . This should provide the perspective necessary for comparisons of personal attitudes and values with those of the occupation. As the student progresses in his classroom study he acquires an understanding of management goals and problems.<sup>1</sup>

#### Literature Concerning Formation of Attitudes on the Job

Work experience or "on-the-job training" is an integral part of the high school co-operative program in distributive education. It provides ample opportunity for the development of either positive or negative attitudes. The significance of "on-the-job training" is cited by the U.S. Department of Health, Education, and Welfare:

The high school program of distributive education gains its strength and being from a method of instruction called "on-the-job training," or more accurately, "on-the-job instruction and application of learning." The discipline of distribution can be most advantageously presented in the classroom if the student can apply his knowledge, skills, and attitudes directly and immediately on a distributive job. Employed as a part-time worker, the student has at hand a unique laboratory situation which could never be duplicated in the classroom.<sup>2</sup>

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<sup>1</sup>Jack Abrahamson, "Career Development in the Distributive Education Classroom," Business Education Forum, XVI, No. 7 (April, 1962), 12-13.

<sup>2</sup>U.S. Dept. HEW, Off. Ed., Distributive Education . . ., Voc. Div. Bull. No. 281, 1960, p. 4.

Runge stresses the importance of proper placement in training stations.

Another weakness of many distributive education programs has been the placement of students in any part-time job available with little regard for student career objectives or training opportunities provided. Some coordinators still have a meager concept of what should be done in the establishment, management and evaluation of proper work stations.

All work stations established by the coordinator should provide well rounded experiences for the trainees, a training plan for the trainee, a definite training sponsor, arrangements for periodical evaluations to be made of student progress, and provision of work experiences which contribute to the student's career objective.<sup>1</sup>

Co-workers, the training sponsor, and business practices of the employing firm are factors involved in the formation of a student's attitudes toward his work experience. Klaurens comments on these:

The people with whom the beginning worker associates will have an important influence on his attitudes toward the occupations and the career field. . . . Business practices and a firm's reputation for employment standards serve as guides in selecting training stations where worker associations will be beneficial. The learner is looking for work models who are successful and happy. A coordinated program helps a student to realize that there are some workers whose ethical conduct and job attitudes are not patterns to be followed. The training sponsor, or the person from whom the student is to learn, should be qualified to serve as an appropriate work model.

With an organized program, a beginning job that is interesting to the student, and appropriate work models the student begins his career with a feeling of pride in the organization and with admiration for his fellow workers. This feeling generates a desire to perform well and to acquire skills and understandings that will lead to promotion.<sup>2</sup>

Knaak is quite emphatic about the importance of proper student attitudes in human relations on the job. He states:

The facts are that the progress of an individual within a firm is inexorably tied to his effectiveness in three areas of human relations skills.

<sup>1</sup>William Runge, "Changing Concepts of Secondary School Distributive Education," Business Education Forum, XII, No. 7 (April, 1958), 16.

<sup>2</sup>Mary Klaurens, "Career Development on the Distributive Job," Business Education Forum, XVI, No. 7 (April, 1962), 14.

First he must learn to work with his supervisor. . . . A number of surveys have indicated that up to 90 percent of the persons who lose their jobs do so because of inability to learn to work effectively with others. Training which will help a student develop a satisfactory working relationship with his supervisor is a must.

Second a student worker must learn to work effectively with his co-workers, those who are neither above or below him in his organization. . . . What a young worker does and says when things go wrong for him, when he wants something accomplished, and when he seeks recognition, all have a bearing on whether his co-workers will help him up the ladder of success or pull him down.

Third as the young worker progresses and acquires supervisory responsibilities he must learn to deal with those under him in a way that benefits the firm, the workers and himself.<sup>1</sup>

#### Literature Concerning Formation of Attitudes Toward Careers in Distribution

Distributive Education should not be given a secondary role in the total educational program of the high school. The student with a career objective in distribution is entitled to the same educational opportunities as other students. R. C. Van Wageningen, Chief of the Bureau of Business Education in California emphasizes the need for distributive education in the high school:

There is considerable information available which shows the importance of the distributive occupations in our economy. This information has important implications for the high school. Some of the general observations gleaned from many research studies show that:

1. The distributive occupations, such as in retailing and other sales occupations, are the largest single employer of high school students.
2. The education required for most entry jobs in the distributive occupations can be completed at the high school level.
3. Over fifty percent of the high school students enter business employment soon after graduation. Seventy-five percent of this number find employment in the distributive occupations.
4. Less than two percent of high school graduates who are employed in retailing have had courses in salesmanship, retailing, merchandising, advertising, or related studies.
5. Retailers continually complain that more attention should be given to teaching the three R's in the high school. They also say that young people need more understanding of our free enterprise

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<sup>1</sup>William Knaak, "Improving Instruction in Vocational Occupational Relations," Business Education Forum, XIII, No. 7 (April, 1959), 17.



system, need training in how to develop good work habits, deal successfully with customers, fellow workers and with store management.<sup>1</sup>

"Distributive education programs should not be considered places to steer students who do not fit into other divisions of the curriculum, but should provide opportunities for all students who sincerely seek to prepare for a career in the field of distribution,"<sup>2</sup> state Benson and Toupin.

Education for a career in distribution is the current objective of distributive education. Development of positive attitudes is an integral part of this objective. Tennyson and Blocher elaborate:

There is a recent significant trend of viewing work and occupation as a focus for realization of personality. . . . Today there is general acceptance among occupational psychologists that the way a person looks upon himself determines in part the way he looks at occupations. Recognition should be given to attitudes, feelings, needs and value commitments which interact upon and affect vocational development. The individual looks at jobs not merely as collections of functions, but in terms of ideas and feelings he holds about himself.<sup>3</sup>

. . . . .  
The distributive education teacher should encourage vocational planfulness rather than emphasizing immediate decision making. He should help the student to look at jobs not merely as collections of functions, but in terms of ideas and feelings the individual holds about himself. The occupational stimuli provided by the work experience will be used by the coordinator to help the student to explore his needs, values, attitudes, aspirations, and work role.<sup>4</sup>

According to one study of curriculum development, positive attitudes toward a career objective provide a sense of purpose to the student enrolled in distributive education.

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<sup>1</sup>R. C. Van Wagenen, "The Need for Distributive Education in the High School," The High School Journal, XLII, No. 6 (March, 1959), 189-190.

<sup>2</sup>Loren L. Benson and Harold Toupin, "Counseling for Career Development Through Distributive Education," Business Education Forum, XVI, No. 7 (April, 1962), 11.

<sup>3</sup>Tennyson and Blocher, Business Education Forum, XVI, No. 7, 7.

<sup>4</sup>Ibid., p. 9.

Instruction in the cooperative program must therefore be directed toward the needs of the students as they experience employment as cooperative students and as they plan for their initial full-time positions. For such instruction to be meaningful and purposeful, each student, to the best of his ability, should select an occupation toward which to direct his energies and interests. While it is recognized that some students may change their minds before they complete the high school program, there is much value in determining a goal, even though tentative, before entering upon the study of distribution. One of the chief aids to learning is a sense of purpose. The instruction will have greater meaning and importance for the student when he realizes its significance to him after graduation.<sup>1</sup>

Distributive education is not practiced in a vacuum. Every member of society has an obligation to help provide the best possible training for students preparing for careers in distribution.

Distributive education is everyone's business because everyone is a consumer. As such, each person spends the bulk of his income and many hours each year in finding, selecting, and buying the goods and services that satisfy his needs and wants.

.....  
The consumer has more contact with the salesperson than with any other retail store worker and consequently his life is greatly affected by the attitude, knowledge, and skill of the salesman. The salesperson should be so constituted and trained that he can say at the close of each day, "I helped all of my customers - I didn't add to their woes."<sup>2</sup>

#### Literature Related to the Problem

Two studies solicited to some extent opinions from present and former distributive students. In her follow-up study of distributive education students in Greensboro, North Carolina, from 1941 through 1949, Frye received the following student suggestions for improving the classroom teaching:

1. Provide more vocational information.
2. Arrange for more field trips, helpful movies, and outside speakers.

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<sup>1</sup>U.S. Dept. HEW, Off. Ed., Distributive Education . . ., Voc. Div. Bull. No. 281, 1960, p. 7.

<sup>2</sup>R. S. Knouse, "Distributive Education Is Everyone's Business," Business Education Forum, XII, No. 7 (April, 1958), 14.



3. Provide opportunity for more discussion of job experiences.
4. Teach how to handle losses and "lemons."
5. Teach the importance of turnover and store organization.<sup>1</sup>

Respondents made the following suggestions in regard to what the training agency could have done to make the work experience more valuable:

1. Given more varied training.
2. Improved employer-employee relations.
3. Paid better wages.
4. Provided better supervision.
5. Given trainee more responsibilities.<sup>2</sup>

When former students were asked to list the advantages of their present jobs in distribution, the items listed most frequently were:

1. Chances for advancement.
2. Security.
3. Good working conditions.
4. Experience with the public.
5. Learning more retailing.<sup>3</sup>

The most frequently listed disadvantages were:

1. Hours and days of work.
2. Pay.
3. Not enough chances for advancement.
4. Too confining.<sup>4</sup>

In 1958 Donaldson asked 431 students then enrolled in co-operative distributive education programs, 97 graduates of such programs, and others to rate the topics listed in the Instructional Guide for Cooperative Part-Time Distributive Education Programs, published by the Illinois Board for Vocational Education. A rating scale of five through one was used, with five representing the highest rating and one the lowest rating.

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<sup>1</sup>Frances A. Sowell Frye, "A Follow-Up Study of the Distributive Education Cooperative Training Students of Greensboro, North Carolina, Senior High School from 1940 through 1949" (unpublished Master's thesis, Department of Business Education, University of North Carolina, 1950), p. 105.

<sup>2</sup>Ibid., p. 100.

<sup>3</sup>Ibid., p. 58.

<sup>4</sup>Ibid., p. 59.

The five classroom activities which received the highest ratings from the students were:

1. Listening to talks by businessmen.
2. Giving sales demonstrations before the class.
3. Viewing movies related to the selling field.
4. Taking part in directed class discussion of job problems.
5. Taking part in directed class discussion of text material.

The six classroom activities which received the lowest ratings from the students were:

1. Listening to classroom lectures by the teacher.
2. Writing essay examinations.
3. Listening to special reports by individual students.
4. Participating in and listening to panel discussions.
5. Preparing skits, plays, or other programs to be presented before school assemblies, over radio or television, before service clubs, or other groups.
6. Participating in skits, plays, or other programs before various school and non-school groups.

Definite suggestions were made by 156 students for making the classroom phase of the cooperative program more helpful in preparing them to succeed on the job. The five most frequently mentioned suggestions were:

1. Have more display work.
2. Have more discussion on selling techniques.
3. Have more selling demonstrations.
4. Hold more individual conferences with students about job problems.
5. Take more field trips during class time.

Sixty-three graduates of cooperative programs listed thirty-eight items of the classroom phase of instruction which they considered weaknesses:

1. Inadequate classroom and equipment.
2. Lack of discipline in class.
3. Lack of interest on the part of students.
4. Lack of cooperation of students with teacher and with others.
5. Program not well planned and coordinated with job.
6. Inadequate textbooks and instructional materials.<sup>1</sup>

Characteristics of training stations were rated by students and graduates. The characteristics rated highest by students were:

1. Kindness and friendliness of manager and other employees.
2. Amount learned on the job this school year.
3. Amount of instruction and help received in the store, as new tasks and responsibilities are begun.
4. Up-to-dateness of store equipment.
5. Freedom felt to approach manager and other supervisors with store problems.
6. Accuracy of ratings received from store.
7. Variety of new things learned on job.

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<sup>1</sup>Leroy J. Donaldson, "Distributive Education Faces New Challenges," The High School Journal, XLII, No. 6 (March, 1959), 221.

The factors that received the highest ratings by graduates were:

1. Kindness and friendliness of the manager and other employees.
2. Amount learned on the job.
3. Accuracy of rating received from the store.
4. Freedom felt to approach manager and other employees with problems.
5. Amount of instruction and help received in the store as the graduate progressed on the job.

The factor which received the lowest average score from the 97 graduates was the opportunity for advancement in position and salary.<sup>1</sup>

#### Summary

Literature in distributive education stresses the importance of, and factors that influence students' attitudes toward their classroom instruction, their work experience, and careers in distribution. Interesting, stimulating, and meaningful classroom instruction promotes favorable attitudes. On-the-job experiences allow the student to see what distribution is really like. Pleasant working conditions, cordial supervisor-employee relations, favorable salary and advancement prospects encourage favorable attitudes toward work experience. If distribution meets the "appropriateness standard" of the student and his peer group, a favorable attitude toward it as a career is promoted.

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<sup>1</sup>Ibid., p. 222.

## CHAPTER III

### PROCEDURES OF RESEARCH

#### Choice of the Instrument

Selecting an instrument to measure the expression of all that distributive education students "feel and think" toward their classroom instruction, their work experience, and careers in distribution, necessitated investigation of the merits and applicability of various appraisal instruments. Murphy and Likert comment:

We must somehow combine qualitative life-history data with the quantitative data from large-scale questionnaire surveys. This means that certain aspects of the subtle and fleeting subjective factors which enter into our opinions on controversial issues must be considered susceptible of measurement, in order that the subjective and the objective data be brought within the same sphere of discourse. The task of measurement is a large one.<sup>1</sup>

An individual's attitude is admittedly a subjective and personal affair. Attempts at attitude measurement have been criticized because they have been used without their validity having been established, or because a respondent may be intentionally misrepresenting his real attitude on a disputed question. The primary purpose of this study was to determine students' publicly stated opinions. No attempts were made to uncover true private beliefs, or observe the relationship between behavior and publicly stated opinion. This approach has been supported by Cronbach:

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<sup>1</sup>Gardner Murphy and Rensis Likert, Public Opinion and the Individual (New York: Harper & Brothers, 1938), p. 3.

Attitude tests were designed, not to replace less convenient ways of measuring attitudes but to fill the need for any sort of measuring device. We know little about a man's attitude except what he tells us, so that there is no sure way of comparing his self-report, his "public attitude," with his true private beliefs.

Some investigators have limited their purpose to determining the subject's publicly verbalized opinions. If that is the purpose of measurement, the self-report test has, by definition a high degree of validity.<sup>1</sup>

Thurstone concurs:

In the present study we shall measure the subject's attitude as expressed by the acceptance or rejection of opinions. But we shall not thereby imply that he will necessarily act in accordance with the opinions that he has indorsed. Let this limitation be clear. The measurement of attitudes expressed by a man's opinions does not necessarily mean the prediction of what he will do. If his expressed opinions and his actions are inconsistent, that does not concern us now, because we are not setting out to predict overt conduct. We shall assume that it is of interest to know what people say that they believe even if their conduct turns out to be inconsistent with their professed opinions. Even if they are intentionally distorting their attitudes, we are measuring at least the attitude which they are trying to make people believe that they have.<sup>2</sup>

The purposes of this study were best suited to descriptive (survey, normative-survey, status study) research procedures. Conditions and occurrences that have taken place in the past were not studied, therefore historical research procedures were ruled out. No attempt was made to "deliberately manipulate certain factors under controlled conditions to ascertain how and why a particular condition or event occurs,"<sup>3</sup> therefore experimental research procedures were not employed.

Several procedures for collecting data were considered, including questionnaires, interviews, observations, and various types of appraisal

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<sup>1</sup>Lee J. Cronbach, Essentials of Psychological Testing (New York: Harper & Brothers, 1949), p. 375.

<sup>2</sup>Thurstone, p. 217.

<sup>3</sup>Deobold B. Van Dalen, Understanding Educational Research (New York: McGraw-Hill Book Company, Inc., 1962), p. 221.



instruments. Questionnaires were rejected for the following reasons: some people are unable to express their impressions and ideas adequately in words, people often fill out the forms carelessly or report what they assumed took place, certain questions may be ignored or answers falsified,<sup>1</sup> and most important, it is difficult to interpret responses quantitatively. Due to lack of time for adequate interviews or personal observations, both of these procedures were rejected. A review of Tests in Print and The Fifth Mental Measurements Yearbook by Oscar Buros, revealed no ready-made tests or inventories appropriate to the purpose of the study. Therefore a rating scale was deemed to be the most applicable instrument.

A rating scale ascertains the degree, intensity, or frequency of a variable. To construct one, an investigator identifies the factor to be measured, places units or categories on a scale, to differentiate varying degrees of that factor, and describes these units in some manner. No established rule governs the number of units that should be placed on a scale, but having too few categories tends to produce crude measures that have little meaning, and having too many makes it difficult for the rater to discriminate between one step and the next on the scale. The description of the scale units may consist of points, numbers, or general descriptive phrases placed along a line.<sup>2</sup>

Two rating techniques, the Equal-appearing Intervals Scale introduced by Thurstone, and the Method of Summated Ratings introduced by Likert, appeared best suited to the purposes of the study. The Thurstone technique required the use of judges, the sorting of statements, and finally the construction of a scale. The Method of Summated Ratings dispenses with judges, is as reliable, and somewhat simpler. Therefore this method was selected. Cronbach describes a summated rating scale:

This scale resembles simple questionnaires except that more refined techniques of item selection improve the instrument. Each scale is a series of statements, ranging from as few as 18 items

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<sup>1</sup>Ibid., p. 254.

<sup>2</sup>Ibid., pp. 268-269.



to as many as 200. Each statement in this scale is either definitely favorable or definitely unfavorable to the object of the scale. The subject indicates his reactions to each statement, usually on a five point scale, strongly agree, agree, undecided, disagree, strongly disagree. These answers are credited 5, 4, 3, 2, and 1 respectively for favorable statements; 1, 2, 3, 4, and 5 respectively for unfavorable statements. A favorable attitude is shown in a high score. . . .

The first step in this procedure is the collection of possible statements. These are administered as a trial test to many subjects. The papers are scored and each item is correlated with the total test. If an item is not correlated with the total scale, it is discarded. This internal consistency procedure eliminates ambiguous items and those not of the same type as the rest of the scale.<sup>1</sup>

### Development of the Instrument

#### Construction of Statements

The first step in preparing the summated rating scale used in this study was the collection of possible statements. Thurstone describes the method:

Several groups of people are asked to write out their opinions on the issue in question, and the literature is searched for suitable brief statements that may serve the purposes of the scale. By editing such material, a list of from 100 to 150 statements is prepared expressive of attitudes covering as far as possible all gradations from one end of the scale to the other.<sup>2</sup>

A similar procedure was used by Likert:

About two hundred newspapers and magazines were rapidly surveyed during the autumn of 1929, declarations of opinion being culled for consideration, special emphasis being given to the more dogmatic types of opinion frequently found in editorials. A small number of questions were included from books, addresses, and pamphlets, and a number were made up by the experimenter.<sup>3</sup>

Statements were constructed from comments made by present and former students enrolled in distributive education, individual discussions and

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<sup>1</sup>Cronbach, pp. 371-372.

<sup>2</sup>Thurstone, p. 225.

<sup>3</sup>Murphy and Likert, p. 32.

group meetings with nine teacher co-ordinators, personal conferences with Mr. William G. Slattery, Teacher Educator of Distributive Education, the University of North Carolina, and recommendations of members of the Department of Business Education, the University of North Carolina at Greensboro. An extensive survey of literature was conducted for concise statements concerned with classroom instruction in distributive education, work experiences in distributive education, and careers in distribution and marketing. Many sources are cited in the bibliography, including material supplied by Mr. Slattery, the Department of Public Instruction, Raleigh, North Carolina, and the School of Education Curriculum Materials Center of the University of North Carolina at Greensboro.

After the collection of personal comments and survey of the literature, three preliminary lists of fifty statements each were prepared for the three areas under study. In the preparation of these statements, particular attention was paid to the following suggestions for wording statements:

1. Use simple words which are familiar to all potential informants.
2. Make the statements as concise as possible.
3. Formulate the statements to yield exactly the information desired.
4. Avoid "double barreled" or multiple meaning statements.
5. Avoid ambiguous statements.
6. Avoid leading statements.
7. Avoid "danger words," catch-words, stereotypes, or words with emotional connotations.
8. Be cautious in the use of phrases which may reflect upon the prestige of the informant.
9. Allow for all possible responses.

10. Avoid statements that call out responses toward socially accepted norms or values.<sup>1</sup>

The preliminary lists of statements were submitted for review to the Head of the Business Education Department, the Director of Graduate Studies in Education at the University of North Carolina at Greensboro, an English teacher, and a senior student at Curry High School, Greensboro, North Carolina. Reviewers were requested to examine critically and edit statements which:

1. Were liable to be endorsed by individuals with opposed attitudes.
2. Were factual or could be interpreted as such.
3. Were obviously irrelevant to the issue under consideration.
4. Appeared likely to be endorsed by everyone or by no one.
5. Seemed subject to varying interpretations for any reason.
6. Contained a word or words not common to the vocabulary of [high school] college students.<sup>2</sup>

Revision and elimination of statements were made according to reviewers' recommendations. A revised list of thirty-one statements concerning classroom instruction, thirty-three statements concerning work experience, and thirty-one statements concerning careers in distribution and marketing, comprised the pretest instrument. Before preparation for distribution to the pretest (tryout) group, to avoid any tendency toward a patterned response, approximately one-half of the statements were made unfavorable statements and distributed randomly throughout the instrument. Likert advocates this procedure:

To avoid any space error or tendency to a stereotyped response it seems desirable to have the different statements so worded that about one-half of them have one end of the attitude continuum

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<sup>1</sup>Mildred Parten, Surveys, Polls, and Samples (New York: Harper & Brothers, 1950), pp. 200-213.

<sup>2</sup>Allen L. Edwards and Franklin P. Kilpatrick, "A Technique for the Construction of Attitude Scales," Journal of Applied Psychology, XXXII, No. 4 (August, 1948), 377.

corresponding to the left or upper part of the reaction alternatives, and the other half have the same end of the attitude continuum corresponding to the right or lower part of the reaction alternatives. For example, about one-half the statements in the Internationalism scale have the international extreme corresponding with "Strongly approve" while the other half has it corresponding with "Strongly disapprove." These two kinds of statements ought to be distributed throughout the attitude test in a chance or haphazard manner.<sup>1</sup>

### Tryout of the Instrument

Administration of "a trial test to many subjects"<sup>2</sup> was the second step in preparation of the final rating scale. Forty-five first and second year distributive education students, enrolled in a Winston Salem city high school and a Forsyth County high school, served as subjects. These students were chosen because they exhibited characteristics similar to students to whom the final instrument was to be administered. Urban-rural representation, socio-economic backgrounds, and distributive education programs closely paralleled Greensboro and Guilford County schools.

The trial instrument was administered during students' regularly scheduled distributive education classroom instruction period. First, permission of teacher co-ordinators to use their students as subjects was obtained. Then the researcher personally visited the classroom, informed the students of the purpose of the instrument, gave instructions for taking it, passed out copies, and picked up completed copies. No efforts were made by teacher co-ordinators to influence student responses and students were assured their responses would be completely anonymous.

The instrument was scored by the method advocated by Cronbach and Likert, 5 for the strongly agree response to favorable statements and 1 for the strongly agree response to unfavorable statements. Examination

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<sup>1</sup>Murphy and Likert, p. 283.

<sup>2</sup>Cronbach, p. 9.



of trial test results revealed a wide range of total scores as indicated in Table 1.

TABLE 1

## TRIAL TEST SCORE RANGES

Area of Test	Possible Score Range	Students' Score Range
Classroom Instruction	31-155	78-128
Work Experience	33-165	86-150
Careers in Distribution	31-155	73-116

Determination of Validity

One of the primary purposes of a trial test is to aid in determining validity of the final instrument. An appraisal instrument is valid if it measures what it purports to measure. Proper measurement can only be obtained when numerical values are properly assigned and statements differentiate between subjects. Likert outlines the procedure:

An objective check ought then to be applied to see (1) if the numerical values are properly assigned and (2) whether the statements are "differentiating." One possible check is item analysis which calls for calculating the correlation coefficient of each statement with the battery. If a negative correlation coefficient is obtained, it indicates that the numerical values are not properly assigned and that the one and five ends should be reversed. If a zero or very low correlation coefficient is obtained, it indicates that the statement fails to measure that which the rest of the statements measure.

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The only difficulty in using item analysis is that the calculation of the necessary coefficients of correlation is quite laborious. The criterion of internal consistency was tried and the results obtained were found to be comparable with the results from item analysis. . . . Since the criterion of internal consistency is much easier to use than item analysis and yet yields essentially the same results, its use is suggested.

In using the criterion of internal consistency the reactions of the group that constitute one extreme in the particular attitude



being measured are compared with the reactions of the group that constitute the other extreme.<sup>1</sup>

Edwards advocates Likert's method:

We consider the frequency distribution of scores based upon the response to all statements. We may then take the 25 (or some other) percent of the subjects with the highest total scores and also the 25 percent of the subjects with the lowest total scores. We assume that these two groups provide criterion groups in terms of which to evaluate the individual statements.<sup>2</sup>

As a simple and convenient procedure we might use the difference between the means of the high and low groups on the individual statements as a basis for selecting the 20-25 items desired for the scale.<sup>3</sup>

Van Dalen comments:

Designers of appraisal instruments also endeavor to establish empirical validation which embraces (1) the method of internal consistency and (2) the method of outside criteria. The method of internal consistency attempts to determine whether the test has the power to discriminate between subjects of varying abilities. A test item is said to discriminate if the pupils who answer it correctly receive higher scores on the total test than those who do not. Thus to ascertain the discriminating power of test items, the investigator correlates each item score with the total test score, or uses an equivalent method. Items that fail to meet standards or discrimination are screened out of the final form of the test.<sup>4</sup>

Items were "screened out of the final form of the test"<sup>5</sup> by use of the methods proposed by Likert and Edwards. The fifteen students from the pretest group with the highest total scores and the fifteen students with the lowest total scores provided "criterion groups in terms of which to

<sup>1</sup>Murphy and Likert, pp. 285-289.

<sup>2</sup>Allen L. Edwards, Techniques of Attitude Scale Construction (New York: Appleton-Century-Crofts, Inc., 1957), p. 152.

<sup>3</sup>Ibid., p. 155.

<sup>4</sup>Van Dalen, p. 265.

<sup>5</sup>Ibid.

evaluate individual statements."<sup>1</sup> Criterion group score ranges are shown in Table 2.

TABLE 2

## TRIAL TEST CRITERION GROUP SCORE RANGES

Area of Test	Low Group Score Range	High Group Score Range
Classroom Instruction	78-107	120-141
Work Experience	86-109	123-150
Careers in Distribution	73-101	110-125

Differences between the means of the high and low groups on the individual statements were computed. The twenty-five statements in each area with the greatest differences between means were selected as the statements for the final instrument.

The test of logical or curricular validity was also applied to statements for the final instrument:

Logical or curricular validity is obtained when the investigator analyzes the particular ability, skill or course content that he intends to appraise and structures an instrument to measure the various aspects of that factor. To design a standardized algebra test, for example, he may examine many textbooks in the field and the courses of study and objectives prepared by the state departments of education and professional bodies. From these materials he can determine what the test should cover and the proportion of it that should be devoted to various aspects of algebra. The method of "jury validation" is similar to logical validation except that the items to be included on the test are submitted to qualified experts who rate them as to their importance in contributing to the factor being measured. If the literature and the judges indicate that certain aspects of algebra are important, the investigator demonstrates curricular or logical validity when he includes items relating to them in his test.<sup>2</sup>

<sup>1</sup>Edwards, Techniques of Attitude Scale Construction, p. 152.

<sup>2</sup>Van Dalen, p. 265.

More than fifty literature sources were examined to determine the importance of certain aspects of distributive education. "Distributive Education," Evaluative Criteria 1960 Edition<sup>1</sup> offered especially helpful guidelines. Five teacher co-ordinators, two college seniors majoring in distributive education, and one college instructor of distributive education reviewed the final instrument. They suggested no changes and stated all important aspects of distributive education had been included. Before preparation for distribution to the final test group, scales were revised to insure a random distribution and equal division of favorable and unfavorable statements. One extra page, to allow students an opportunity for subjective responses, was added. On this page students were asked what they liked and disliked about their classroom instruction, their work experiences, careers in distribution, and if they planned a career in distribution.

#### Description of the Subjects

The total population of distributive education students in co-operative high school programs of the three Greensboro, North Carolina City high schools and the four Guilford County high schools within the immediate environs of Greensboro served as subjects for this study. Approximately 250 students are included in this group and 191 submitted useable responses. Some of the remaining students had no work experience, thus preventing comparable responses, some did not respond to all sections of the instrument, and others obviously responded in a pattern.

Several factors prompted the use of a local total population rather than a sample of a larger population. They include:

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<sup>1</sup>National Study of Secondary School Evaluation, "Distributive Education," Evaluative Criteria 1960 Edition (Washington: National Study of Secondary School Evaluation, 1960), pp. 93-100.

1. Limited time and finances of the researcher.
2. Desire of local supervisory personnel in distributive occupations to ascertain students' attitudes toward these occupations.
3. Desire of local teacher co-ordinators to determine students' attitudes toward the co-operative program.
4. Excellent co-operation of teacher co-ordinators in the Guilford-Forsyth County area.
5. Assurance of 100 % return of responses.
6. Greensboro City and Guilford County high schools presented a wide array of characteristics in their distributive education programs.

For example:

- a. Both urban and rural students were enrolled.
- b. Many socio-economic levels were represented.
- c. Size of programs ranged from ten to forty-five students.
- d. Establishment of programs ranged from one year to twenty-three years.
- e. Tenure of instructors ranged from one year to fifteen years.

This wide array of desirable factors outweighed the undesirable factor that findings cannot be applicable to any population other than the group studied.

#### Collection of the Data

Collection of the data for this study was conducted by the researcher, or by teacher co-ordinators who were given extensive instructions in standardized administration procedures and the importance of avoiding biased responses. The researcher administered 137 instruments in three county

and one city schools, teacher co-ordinators administered 109 instruments in two city and one county schools. Data collection followed the same procedure used in the tryout of the instrument. Permission was requested from teacher co-ordinators to use their students as subjects. A date for administration was arranged, or appointments were made to discuss instrument administration procedures. Several factors regarding administration procedures were especially emphasized:

1. Student responses would not influence student's course grade.
2. Teachers would make no effort to influence students' responses.
3. Student responses would remain completely anonymous.
4. There were no right or wrong responses.
5. Students should indicate their personal attitudes, not attitudes prompted by others.

The instrument was administered during regular classroom instruction periods. Students were informed of the purposes of the instrument, given instructions for completing it, presented a copy, and given adequate time for responses. The five possible answers to statement twenty-three in the Careers in Distribution and Marketing section of the instrument were inadvertently omitted, so students were requested to write in the answer of their choice. At the end of the period completed copies were turned over to the administrator. Absent students were administered the instrument on an alternate date. All completed copies of the instrument were submitted to the researcher. After copies from students with no work experience, incomplete responses, or obviously patterned responses were discarded, 191 completed instruments remained to be scored, and to provide data for analysis.



### Determination of Objectivity

Validity of the instrument has already been discussed. An adequate measurement instrument should also meet the criteria of objectivity.

A test or scale is objective if it produces the same score regardless of who marks it. Thus, the best testing instruments are designed so that the score can be obtained without involving the subjective judgement of the examiner. When a true and false key is provided for a test, for example, subjective judgements are not required for scoring it. If no guide is given for evaluating an essay test, the personal values and emphases of the examiner influence the marks that subjects receive. The greater the degree of subjectivity that is involved in making judgements about the level of performance, the less objective is the test. Thus, to improve the objectivity of their tests, competent workers write specific directions to the observer or scorer and furnish scoring keys that allow no room for disagreement among scorers.<sup>1</sup>

Copies of the scoring keys used in this study are included in the appendix. To construct these keys, each statement was analyzed. If it was a statement favorable to the purpose of the study, the Strongly Agree answer received a score of 5. For statements unfavorable to the purpose of the study, the Strongly Disagree answer received a score of 5. For example, students who answered Strongly Agree to the statement, "The employer has a definite interest in the distributive education program," received a score of 5 for that statement. But, a score of 5 was received by students who answered Strongly Disagree to the statement, "Classroom instruction does not revolve around the career objective of the student." Construction of scoring keys greatly facilitated scoring of the statements and computation of total scores for each area of the instrument.

### Determination of Reliability

Accurate statement scores and total scores are essential if measurement instruments are to meet the criteria of reliability. Van Dalen states:

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<sup>1</sup>Van Dalen, p. 264.

The reliability of appraisal instrument measurements must be considered. A test or scale is reliable if it consistently yields the same results when repeated measurements are taken of the same subjects under the same conditions. . . . Three methods of measuring reliability are used (1) the test-retest, (2) parallel forms, and (3) split-half methods. . . . When the split-half method is used, the test is given only once, but items in it are divided randomly into halves, and the scores tabulated for each half are correlated.<sup>1</sup>

Edwards comments on the magnitude of the reliability coefficient:

An attitude score for each subject can be obtained by summing the weights that have been assigned to the responses made to the statements. The reliability of the scores on the scale can be obtained by correlating scores on the odd numbered statements with those on the even numbered statements. The reliability coefficients typically reported for these scales are above .85.<sup>2</sup>

Reliability of the scales used in this study were determined by the split halves method. Due to the random distribution of favorable and unfavorable statements in each area, the correlation between odd numbered and even numbered statements could not be computed. Therefore an alternate procedure was followed. Statements in each area were randomly assigned to two groups until there were six favorable and six unfavorable statements in each group. Scores on the two groups were then correlated to determine the coefficient of reliability. Grouping of statements and resultant reliability coefficients are shown in the following tables. Since these reliability coefficients exceeded the .85 typically reported, the scales used in this study were accepted as reliable measurement instruments.

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<sup>1</sup>Ibid., p. 266.

<sup>2</sup>Edwards, Techniques of Attitude Scale Construction, p. 156.

TABLE 3

GROUPING OF STATEMENTS TO DETERMINE SPLIT HALVES  
RELIABILITY, CLASSROOM INSTRUCTION SCALE

Statement Number Group 1		Statement Number Group 2
1	. . . . .	3
5	. . . . .	10
11	. . . . .	12
15	. . . . .	17
20	. . . . .	21
25	. . . . .	24
2	. . . . .	4
6	. . . . .	7
9	. . . . .	13
14	. . . . .	16
18	. . . . .	19
22	. . . . .	23
Reliability Coefficient	.997	

TABLE 4

GROUPING OF STATEMENTS TO DETERMINE SPLIT HALVES  
RELIABILITY, WORK EXPERIENCE SCALE

Statement Number Group 1		Statement Number Group 2
3	. . . . .	6
7	. . . . .	10
12	. . . . .	15
16	. . . . .	19
20	. . . . .	21
22	. . . . .	23
1	. . . . .	2
4	. . . . .	5
8	. . . . .	9
11	. . . . .	13
14	. . . . .	17
18	. . . . .	25
Reliability Coefficient	.989	

TABLE 5

GROUPING OF STATEMENTS TO DETERMINE SPLIT HALVES  
RELIABILITY, CAREERS IN DISTRIBUTION SCALE

Statement Number Group 1		Statement Number Group 2
3	. . . . .	4
5	. . . . .	7
10	. . . . .	11
12	. . . . .	13
14	. . . . .	16
17	. . . . .	21
1	. . . . .	2
6	. . . . .	8
9	. . . . .	15
18	. . . . .	19
20	. . . . .	22
23	. . . . .	24

Reliability Coefficient .991

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

Total scale scores, statement scores, and written responses to subjective questions aided in determination of students' attitudes toward their classroom instruction, their work experience, careers in distribution, and relationships among attitudes toward these areas. Cronbach's statement, "a favorable attitude is shown in a high score,"<sup>1</sup> served as a basis for defining favorable and unfavorable attitudes.

#### Data Concerning Attitudes Toward Classroom Instruction

Total scale scores and statement scores indicated distributive education students tend to express favorable rather than unfavorable attitudes toward their classroom instruction.

The lowest possible total score on the classroom training scale was 25, the highest 125. Total scale scores for 191 students ranged from 61-124 with a mean score of 92.37. Total scale score ranges are indicated in Table 6. A total score of 75 was considered a neutral score. (The undecided answer to any statement was given a score of 3. Twenty-five statements  $\times 3 = 75$ .) Any total score above 75 was considered favorable, any below 75 unfavorable. Approximately 91%, 171 students, scored above 75; therefore, attitudes of the group were considered favorable.

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<sup>1</sup>Cronbach, p. 571.



TABLE 6

DISTRIBUTION OF TOTAL SCORES  
CLASSROOM TRAINING SCALE

Score Range	Frequency	Percentage
120-125	5	2.62
115-119	8	4.19
110-114	4	2.09
105-109	7	3.66
100-104	17	8.90
95-99	41	21.47
90-94	34	17.80
85-89	29	15.18
80-84	19	9.96
75-79	12	6.28
70-74	7	3.66
65-69	5	2.62
60-64	3	1.57
55-59	0	0
50-54	0	0
Total	191	100.00

Individual statements were scored 5, 4, 3, 2, and 1 with 5 representing strong agreement with favorable statements, and 1 representing strong disagreement. Scoring keys, constructed by methods outlined in the Determination of Objectivity section of this study, were used. To determine an average score for each statement, all students' scores on that statement were summed then divided by the number of students. Average statement scores ranged from 2.17-4.09 with a mean of 3.69. The following five statements had the highest average scores on the classroom training scale:

11. (Average Score - 4.09) DECA provides an opportunity for students to serve as leaders and followers.

1. (Average Score - 4.07) Classroom instructors help the student,

by discussing with him what an employer expects in skill, knowledge, and attitudes, to adjust to a job.

20. (Average Score - 4.07) Classroom instruction entails a study of marketing, including buying, selling, pricing, wholesaling, and retailing.

2. (Average Score - 4.02) Classroom training does not familiarize the students with the fundamentals of salesmanship.

3. (Average Score - 4.02) Classroom training develops the students' understanding of the problems of distribution.

The five items with lowest average scores were:

8. (Average Score - 2.17) The teacher of distributive education visits the home of each student.

17. (Average Score - 3.17) A job description is prepared for each student and used as a basis of instruction both on the job and in the classroom.

4. (Average Score - 3.28) Students do not assist in planning the classroom activities.

7. (Average Score - 3.45) Classroom instruction does not revolve around the career objective of the student.

25. (Average Score - 3.58) Instruction includes basic concepts for all students in addition to specific instruction related to the students' occupational specialization.

Students were asked to answer two questions, "What do you like about your classroom training?" and "What do you dislike about your classroom training?" Some students did not answer these questions, others listed either likes or dislikes, and still others listed both. The ten most frequently listed items students liked about their classroom training are indicated in Table 7.

TABLE 7

ITEMS STUDENTS LIKE ABOUT  
THEIR CLASSROOM TRAINING

Item	Times Listed
Learning about distributive occupations . . . . .	63
Relationship to work experience . . . . .	40
Class discussions . . . . .	24
Instruction in human relations . . . . .	20
Teacher's personality . . . . .	11
Method of instruction . . . . .	11
Nothing . . . . .	9
Freedom of expression . . . . .	9
Teacher's knowledge of subject . . . . .	9
Classmates . . . . .	7

Table 8 indicates items students disliked.

TABLE 8

ITEMS STUDENTS DISLIKE ABOUT  
THEIR CLASSROOM TRAINING

Item	Times Listed
Nothing . . . . .	41
Boring discussions . . . . .	17
Too many notes . . . . .	15
Discussion of too many topics unrelated to distribution . . .	11
Misbehavior of students . . . . .	8
Repetition of material . . . . .	7
Difficult quizzes . . . . .	7
Lack of practical demonstrations and student participation .	7
Homework . . . . .	6
Disorganization in the classroom . . . . .	6

Respondents cited in Frye's study suggested classroom teaching could be improved by, providing more vocational information, providing opportunities for more discussion of job experiences, and teaching the importance of turnover and store organization.<sup>1</sup> Students' opinions, determined by analysis of objective data and subjective responses in the present

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<sup>1</sup>Frye, p. 105.

study, indicate these improvements have been made. Four of the five statements with highest average scores pertain to classroom instruction related to distributive occupations and work experience. The three most frequently listed items students liked about their classroom training were; learning about distributive occupations, relationship to work experience, and class discussions.

Opinions expressed in the present study closely support Donaldson's findings. In his study, classroom activities which received the highest ratings included; listening to talks by businessmen, viewing movies related to the selling field, and taking part in directed class discussion of job problems. Weaknesses of classroom instruction included; lack of discipline in class, lack of interest on the part of students, and program not well planned and co-ordinated with job.<sup>1</sup> "Classroom instructors help the student, by discussing with him what an employer expects in skill, knowledge, and attitudes to adjust to a job," and "Classroom training develops the students' understanding of the problems of distribution," were two of the statements rated highest by respondents to the present study. Boring discussions, discussion of too many topics unrelated to distribution, and misbehavior of students, were among the most frequently listed items students dislike about their classroom training.

#### Data Concerning Attitudes Toward Work Experience

Analysis of quantitative and qualitative data, obtained from responses to statements and questions, revealed distributive education students tend to express favorable rather than unfavorable attitudes toward the work

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<sup>1</sup>Donaldson, The High School Journal, XLII, No. 6, 224.

experience (on-the-job training) phase of their co-operative program.

Methods of analysis duplicated previously discussed procedures. Total scale scores for all respondents ranged from 53-123 with a mean of 90.17. Total scale score ranges are indicated in Table 9. Approximately 87%, 166 students, scored above 75; therefore, attitudes of the group were considered favorable. Total score distributions on the work experience scale closely paralleled those on the classroom training scale.

TABLE 9

DISTRIBUTION OF TOTAL SCORES  
WORK EXPERIENCE SCALE

Score Range	Frequency	Percentage
120-125	1	.52
115-119	4	2.09
110-114	5	2.62
105-109	10	5.24
100-104	21	10.99
95-99	24	12.57
90-94	43	22.51
85-89	24	12.57
80-84	22	11.52
75-79	20	10.47
70-74	8	4.19
65-69	4	2.09
60-64	3	1.57
55-59	0	0
50-54	2	1.05
Total	191	100.00

Individual statements in the work experience scale were scored, and average statement scores determined. Average statement scores ranged from 2.73-4.22 with a mean of 3.60. Statements with the highest average scores were:



1. (Average Score - 4.22) Work experience does not give specific and definite vocational training in the chosen distribution job.

3. (Average Score - 4.14) Work experience develops in the trainee an appreciation for the responsibilities of management.

15. (Average Score - 4.10) Work experience provides an opportunity to practice the principles which are learned in the classroom.

6. (Average Score - 4.08) Work experience in distribution encourages the student to originate ideas.

5. (Average Score - 3.95) The trainee does not know to whom to turn for advice and training.

The following statements had the lowest average scores:

4. (Average Score - 2.73) The employer often fails to realize that the D. E. trainee is a "learner" as well as a producer.

17. (Average Score - 3.02) The trainee is not rotated through several jobs for a better, more rounded experience.

11. (Average Score - 3.03) Students are often placed in any part-time job available with little regard for career objectives or training opportunities.

8. (Average Score - 3.14) The employer fails to realize what D. E. is and what it can do.

18. (Average Score - 3.16) The trainee is often put to work and is not given added instruction from time to time.

The most frequent replies to the question, "What do you like about your work experience?", are shown in Table 10. Table 11 indicates items students disliked about their work experience.

A very definite relationship between objective responses to statements and subjective comments was observed. Statements with the highest average scores and lists of items students liked, cited the role of work

experience in preparing the student for a career in distribution, developing an appreciation for the responsibilities of management, and providing an opportunity to practice the principles which are learned in the classroom. Low scores were given to statements pertaining to the employers' lack of appreciation for distributive education programs, and the trainee as a "learner" as well as a "producer." Overbearing or unqualified supervisors, and the low esteem in which distributive education students are held, were listed as student dislikes about their work experiences.

TABLE 10

ITEMS STUDENTS LIKE ABOUT  
THEIR WORK EXPERIENCE

Item	Times Listed
Experience and preparation for the future . . . . .	56
Money, a chance to earn while you learn . . . . .	46
Meeting people . . . . .	44
Obtaining knowledge of distributive occupations . . . . .	18
Co-workers . . . . .	17
Supervisors or training sponsors . . . . .	15
Training in accepting responsibility . . . . .	15
Interesting duties . . . . .	10
Meeting the needs of customers . . . . .	9
Everything . . . . .	6

Similar opinions toward work experience were expressed by students in this study, Frye's study, and Donaldson's study. Students in this study listed as items they dislike: low pay, low esteem for distributive education students, and overbearing or unqualified supervisors. Respondents to Frye's questionnaire suggested the training agency could have made the work experience more valuable by improved employer-employee relations, payment of better wages, provision of better supervision, and giving more responsibility to the trainee.<sup>1</sup> Donaldson states, "The

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<sup>1</sup>Frye, p. 100.

factor which received the lowest average score from the 97 graduates was the opportunity for advancement in position and salary."<sup>1</sup> Students in this study awarded high scores to statements which stressed work experience as preparation for career opportunities and increased responsibilities in distributive occupations. Characteristics of training stations rated highest by students in Donaldson's study included; amount learned on the job this school year, amount of instruction and help received in the store as new tasks and responsibilities are begun, and variety of new things learned on job.<sup>2</sup>

TABLE 11

ITEMS STUDENTS DISLIKE ABOUT  
THEIR WORK EXPERIENCE

Item	Times Listed
Long or irregular hours . . . . .	46
Nothing . . . . .	37
Low pay . . . . .	17
Hard physical work . . . . .	16
Overbearing supervisors . . . . .	14
Low esteem for distributive education students held by customers, employers, and fellow employees . . . . .	7
Would prefer another type of training station . . . . .	6
Inconsiderate customers . . . . .	6
Lack of knowledge about company organization. . . . .	5
Unqualified supervisors . . . . .	5

Data Concerning Attitudes Toward  
Careers in Distribution

Data obtained in an analysis of responses to the Careers in Distribution area of the instrument indicate distributive education students tend to express favorable attitudes toward careers in distribution.

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<sup>1</sup>Donaldson, The High School Journal, XLII, No. 6, 222.

<sup>2</sup>Ibid.

Total scale score ranges and average statement scores were lower than those obtained in the Classroom Training or Work Experience areas of the instrument, but were sufficiently high to demonstrate favorable attitudes. Scores were obtained by use of a scoring key, and data was analyzed by the same methods employed in other areas of the instrument.

Total scale scores ranged from 51-110 with a mean score of 85.23. Approximately 78%, 159 students, scored above 75; therefore, attitudes of the group were considered favorable. Table 12 indicates total score ranges:

TABLE 12

DISTRIBUTION OF TOTAL SCORES  
CAREERS IN DISTRIBUTION SCALE

Score Range	Frequency	Percentage
120-125	0	0
115-119	0	0
110-114	1	.52
105-109	6	3.14
100-104	8	4.19
95-99	21	10.99
90-94	25	13.09
85-89	47	24.61
80-84	28	14.66
75-79	27	14.14
70-74	16	8.38
65-69	6	3.14
60-64	4	2.09
55-59	0	0
50-54	2	1.05
Total	191	100.00

Average statement scores ranged from 2.08-4.10 with a mean of 3.40. Statements with the highest average scores were:

21. (Average Score - 4.10) Skillful selling is an occupation of value in any community in the country.

3. (Average Score - 4.00) One gets genuine satisfaction in building one's own distribution business or in contributing to the development of a larger organization.

13. (Average Score - 3.95) Through a career in distribution there is a chance for you to gain a prominent part in your community.

5. (Average Score - 3.89) The future for young people in merchandising is bright and stores are constantly on the look-out for young executive talent.

7. (Average Score - 3.88) The work in retailing is fascinating, and offers great personal satisfaction to men and women who are fashion conscious and enjoy having contact with the newest styles and attractive merchandise before it is offered to the public.

An unfavorable attitude was expressed toward all five of the statements with the lowest average scores (5-4 favorable, 3 neutral, 2-1 unfavorable). These statements were:

2. (Average Score - 2.08) Sales personnel spend most of the day on their feet and they are often asked to work overtime, particularly during sales or holiday seasons.

1. (Average Score - 2.58) Supervisors may be overbearing. They often transfer the pressure they feel to the subordinates under them.

20. (Average Score - 2.82) Competitive pressures and nervous tension appear to be more keenly felt in the distribution industry than in some other industries.

19. (Average Score - 2.83) Careers in distribution require frequent travel or change of location, particularly in chain organizations



and for junior personnel.

18. (Average Score - 2.79) Required evening hours and irregular character of the hours are major disadvantages of a career in distribution.

The ten most frequently listed items students like about a career in distribution are shown in Table 13.

TABLE 13

ITEMS STUDENTS LIKE ABOUT A CAREER  
IN MARKETING AND DISTRIBUTION

Item	Times Listed
Unlimited advancement opportunities . . . . .	31
Meeting people . . . . .	23
Satisfying the customers' desires . . . . .	17
Interesting duties . . . . .	14
Future salary possibilities . . . . .	10
Variety of job opportunities . . . . .	10
Nothing . . . . .	6
Stability of employment . . . . .	5
Opportunities for self expression . . . . .	5
Preparation for possible employment in fields other than distribution . . . . .	5

Table 14 indicates items students dislike about a career in distribution.

TABLE 14

ITEMS STUDENTS DISLIKE ABOUT A CAREER  
IN MARKETING AND DISTRIBUTION

Item	Times Listed
Nothing . . . . .	37
Long and irregular hours . . . . .	35
Low starting salary . . . . .	14
Prefer another type of work . . . . .	14
Customers who are irritating and difficult to please . . .	12
Confinement indoors . . . . .	7
Hard physical work . . . . .	6
Everything . . . . .	5
Lack of advancement possibilities . . . . .	4
Lack of prestige of a career in distribution . . . . .	3

Objective and subjective responses indicate students like the advancement potential, personal contact with consumers, and the opportunity for personal achievement afforded by a career in distribution. They do not like the long and irregular hours, competitive pressures, irritating customers. The frequency of "Nothing" replies by students, when asked what they dislike about a career in distribution, substantiates existence of favorable attitudes.

As a further aid in determining attitudes toward a career in distribution, students were asked to reply "YES" or "NO" to the question, "Do you plan a career in distribution and marketing?" Ninety-nine or 52% replied yes, sixty-eight or 36% replied no, and twenty-four or 12% were undecided or did not reply.

Advantages and disadvantages of a career in distribution reported by Frye are very similar to likes and dislikes of students cited in the present study. Her respondents listed as advantages: experience with the public, chances for advancement, security, good working conditions, and learning more retailing. Disadvantages listed were: hours and days of work, pay, and too confining.<sup>1</sup> Unlimited advancement opportunities, meeting people, satisfying customers' desires, and interesting duties were items liked by students cited in the present study. They dislike long and irregular hours, low starting salary, confinement indoors, and lack of advancement possibilities.

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<sup>1</sup>Frye, pp. 58-59.

Data Concerning Relationships Among Attitudes  
Toward Classroom Instruction, Work Experience,  
and Careers in Distribution

An important problem in this study was to determine the relationship among distributive education students' attitudes toward their classroom instruction, their work experience, and careers in distribution. Computation of a correlation coefficient is one of the most commonly used methods for determining relationships between variables. Van Dalen states:

When an investigator is concerned with the degree of relationship existing between two continuous essentially normally distributed variables, the product moment correlation, denoted by the letter r is usually the best statistic to employ. . . . The magnitude of r ranges from a perfect negative relationship ( $r = -1.00$ ) or positive relationship ( $r = +1.00$ ) to no relationship at all ( $r = 0.00$ ).<sup>1</sup>

McCandless defines a correlation coefficient and stresses its limitations.

A correlation coefficient is an expression of the relation between one thing and another - the degree to which two things vary together.<sup>2</sup>

. . . . .  
Correlations are likely to lead to deceptive inferences about causality: if two things are correlated with each other, it is tempting to say that one "causes" the other. Correctly we should assume only that they are related, but should also be encouraged to look for the reasons for the relation.<sup>3</sup>

There were three variables in this study - the students' attitudes toward classroom instruction, the students' attitudes toward their work experiences, and the students' attitudes toward careers in distribution. Three separate correlation coefficients were computed to determine the

<sup>1</sup>Van Dalen, p. 288.

<sup>2</sup>Boyd R. McCandless, Children and Adolescents (New York: Holt, Rinehart and Winston, April, 1963), p. 48.

<sup>3</sup>Ibid., p. 49.

relationship between each of these variables. Resultant correlation coefficients were; between attitudes toward classroom instruction and work experience  $+ .993$ , between attitudes toward classroom instruction and careers in distribution  $+ .980$ , and between attitudes toward work experience and careers in distribution  $+ .982$ . Such high correlations definitely indicate a positive relationship among areas under study. But, no inference was made that certain attitudes toward classroom instruction or work experience "cause" certain attitudes toward careers in distribution.

Relationships among students' attitudes toward their classroom instruction, their work experience, and careers in distribution were also determined from students' responses to statements and questions. Items students liked most about their classroom training were learning about distributive occupations, and relationship to work experience. Students liked work experience because it gave them experience and preparation for the future, a chance to earn while they learn, and knowledge of distributive occupations. Definite relationships among areas are indicated by these responses.

## CHAPTER V

### SUMMARY AND CONCLUSIONS

The value of determining individuals' attitudes has been belittled, because individuals do not always act in accordance with their attitudes, attitudes become obsolete, or attitude tests are seldom valid instruments. An interest by the researcher in "what people say that they believe even if their conduct turns out to be inconsistent with their professed opinions,"<sup>1</sup> over-ruled these criticisms. Within the next few decades a high demand for personnel trained in marketing and distribution will exist. A likely source of such personnel is the co-operative high school distributive education program. It is the task of distributive educators and every other person concerned about the role of education to consider the effect of adolescent attitudes. The researcher thoroughly agrees with Samson's comment:

If adolescent values had no effect either on the personalities of the adolescent, upon their work in school, or upon their aspirations, they might be dismissed as irrelevant to the problems of education: but they do and they have become an important element in the functioning of a distributive program.<sup>2</sup>

The primary purpose of this study was to determine distributive education students' attitudes (which include values) toward specific areas of their co-operative program.

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<sup>1</sup>Thurstone, p. 217.

<sup>2</sup>Samson, Business Education Forum, XVI, No. 7, 18.



### Review of the Problem

The problem under study was three-fold:

1. To determine the attitudes of distributive education students toward their classroom instruction, their work experience, and careers in distribution.
2. To identify specific aspects of classroom instruction, work experience, and careers in distribution which distributive education students rate the most favorable or the most unfavorable.
3. To determine the relationship among distributive education students' attitudes toward their classroom instruction, their work experience, and careers in distribution.

To aid in solving these problems, this study attempted to test two hypotheses:

1. Distributive education students tend to express, through ratings and opinions, favorable rather than unfavorable attitudes toward their classroom instruction, their work experience, and careers in distribution.
2. A positive relationship exists among distributive education students' attitudes toward their classroom instruction, their work experiences, and careers in distribution.

To adequately determine students' attitudes an instrument providing for both objective and subjective responses was needed. After review of several possibilities, a modified version of a summated rating scale was selected. Extensive review of the literature and consultations with qualified personnel in distributive education provided statements for the scale. Validity of the instrument was determined by two methods, internal consistency and logical or curricular validity. The split halves method was used to determine reliability. Use of a scoring key insured objectivity.

Useable responses were received from 191 distributive education students in three Greensboro, North Carolina, City high schools and four Guilford County high schools. This population presented a wide array of desirable characteristics such as urban-rural representation, many socioeconomic levels, and varied size and quality of programs. Objective responses to the twenty-five statements in each area, and subjective answers to seven questions were analyzed. Statements were scored by use of a scoring key. A value of 5 was always assigned to the strongly agree response to a favorable statement, 3 to the undecided response, and 1 to the strongly disagree response. Since there were twenty-five statements in each area, any total area score above 75 (25 statements  $\times$  3 = 75) was considered indicative of a favorable attitude.

#### Findings and Conclusions

Analysis of quantitative and qualitative data indicated distributive education students tend to express through ratings and opinions, favorable rather than unfavorable attitudes toward their classroom instruction, their work experience, and careers in distribution.

Approximately 91%, 174 students, scored above 75 on the classroom instruction scale. Only one statement had an average score below 3.0. Twenty-four students liked class discussions, eleven the method of instruction, and forty-one disliked nothing about their classroom training.

On the work experience scale, 166 students, approximately 87%, scored above 75. Only three statements had an average score of 3.0 or below. Fifty-six students liked experience and preparation for the future, knowledge of distributive occupations obtained in work experience, and thirty-seven disliked nothing about their work experience.

Scores on the careers in distribution scale were lower, yet 159 students, or approximately 78%, scored above 75. Six statements received average scores of 3.0 or below. Many dislikes of a career in distribution were cited, but thirty-seven disliked nothing and thirty-one liked the unlimited advancement opportunities.

Computation of correlation coefficients between each of the areas revealed, +.993 correlation between attitudes toward classroom instruction and work experience, +.980 between attitudes toward classroom instruction and careers in distribution, and +.982 between attitudes toward work experience and careers in distribution. Students' subjective responses indicated classroom training and work experience prepared them for the future and gave them a knowledge of distributive occupations. These responses and the high correlations support the hypothesis that a positive relationship exists among distributive education students' attitudes toward their classroom instruction, their work experiences, and careers in distribution.

Students' responses indicate improvements have been made in classroom instruction; it is now closely related to work experience and career objectives. Better employer-employee relations, better working hours, higher salaries and a higher regard for the role of distributive education by training stations and distributive occupations are improvements desired by students.

#### Limitations and Recommendations for Further Study

This study was concerned only with the attitudes of one population, distributive education students in the Greensboro City and Guilford County high schools. Their attitudes toward three specific aspects of their

instructional program were analyzed at a particular point in time. No attempt was made to verify these findings with any population other than the group studied.

Any attempt to measure intangible attributes such as attitudes is a difficult task at best. It is sincerely hoped that other researchers will replicate this study using other populations; only then will the findings be verified.

On the basis of findings and inadequacies of this study, the following recommendations for further study are made:

1. The change in distributive education students' attitudes toward their classroom instruction, their work experience, and careers in distribution between the beginning and end of an academic year should be determined.
2. Attitudes of distributive education students and attitudes of executives in distributive occupations toward these occupations should be compared.
3. Possibilities for increasing employers' appreciation of the role of distributive education in supplying personnel trained in marketing and distribution should be studied.
4. Training supervisors and teacher co-ordinators should review salary scales and work schedules of distributive education workers to determine possible areas of improvement.
5. Attempts should be made to determine how the occupational image of distributive occupations may be improved.

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## APPENDIX



## APPENDIX A - PRE-TEST INSTRUMENT

### INSTRUCTIONS

PLEASE DO NOT PUT YOUR NAME ON YOUR PAPER.

The following series of statements are concerned with three areas -

1. Classroom training in Distributive Education.
2. Work Experiences in the Distributive Education Program.
3. Careers in Distribution and Marketing.

These statements are part of a research study designed to find out what YOU think about these areas. There are no right or wrong answers. This is simply a survey of attitudes.

After each statement please indicate your feeling by circling one of the five possible answers. Please do not put down what you think you ought to feel, but what you do feel.

Your responses will not be read by your instructor.

CLASSROOM TRAINING

1. Classroom instructors help the student, by discussing with him what an employer expects in skill, knowledge, and attitudes, to adjust to a job.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

2. In the classroom students are sometimes involved in problem solving situations, thus demonstrating practical application of the material covered in instruction.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

3. Classroom training does not familiarize the students with the fundamentals of salesmanship.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

4. Classroom training develops the students' understanding of the problems of distribution.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

5. Students do not assist in planning the classroom activities.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

6. There is evidence the instructor has carefully planned and prepared the classroom work.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

7. Classroom instruction seeks to develop an understanding of the major economic activities in which man engages, and to show how each activity influences and in turn is influenced by the distribution process.

Strongly Agree      Agree      Undecided      Disagree      Strongly Agree

8. Classroom training familiarizes the student with the opportunities in selling occupations.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

9. Classroom instruction does not revolve around the career objective of the student.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

10. Instruction is directed toward comprehensive career objectives.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

11. The teacher of distributive education visits the home of each student.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

12. Classroom training does not provide the student with a knowledge of the skills and techniques of advertising used in the field of distribution.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

13. Classroom training helps the student become conscious of the function of display in the selling of merchandise.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

14. DECA provides a means for the student to participate in many activities, projects, and programs that will be of interest to the club members, and in conducting the affairs of local, state, and national groups.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

15. DECA provides an opportunity for students to serve as leaders and followers.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

16. Classroom training acquaints the student with the techniques of buying and of stock control.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

17. Classroom training does not give the student a clear picture of the flow of merchandise from the producer to the consumer.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

18. In the classroom a study is not made of the consumers' role in the distribution process.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

19. Classroom instruction stresses the dignity and the importance of all jobs in distribution.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

20. Classroom instruction is not tied in with on-the-job needs and out-of-class experiences.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

21. A job description is prepared for each student and used as a basis of instruction both on the job and in the classroom.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

22. Classroom instruction is conducted with the thought of preparing workers only for beginning positions in the field of distribution.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

23. Classroom training does not create in students a better understanding of the profit motive in business, and how each student can contribute to the profitable operation of the business in which he is learning.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

24. The distributive education curriculum does not help in understanding the responsibilities of distribution in a competitive economic system.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

25. Classroom instruction deals with the various financial aspects of distribution, including capital structure, credit, and records.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

26. Classroom instruction entails a study of marketing, including buying, selling, pricing, wholesaling, and retailing.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

27. In addition to the basic concepts, classroom instruction also emphasizes the more difficult skills needed for supervisory and management functions of distribution.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

28. Classroom experiences do not provide students with a solid foundation which will enable them to qualify for higher positions either through formal college education or through informal training on the job.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

29. Instruction in distributive education is not based on the development of a knowledge of the function of distribution in our economy.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

30. Classroom instruction is related to present job specialization and to information needed for career development within the field.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

31. Instruction includes basic concepts for all students in addition to specific instruction related to the students' occupational specialization.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree



WORK EXPERIENCE

1. Work experience does not give specific and definite vocational training in the chosen distribution job.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

2. Why various routines must be carefully and repeatedly carried out in a selling department is often a mystery.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

3. The department manager does not seem to have a sincere interest in the trainee and does not provide a good on-the-job laboratory experience.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

4. Work experience develops in the trainee an appreciation for the responsibilities of management.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

5. Work experience gives trainees an opportunity to observe and make use of the practices of successful salespersons.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

6. The employer often fails to realize that the D. E. trainee is a "learner" as well as a "producer."

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

7. The trainee does not know to whom to turn for advice and training.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

8. Work experience in distribution encourages the student to originate ideas.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

9. The trainee is told as much about the business as possible, thus becoming better informed.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

10. The employer fails to realize what D. E. is and what it can do.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

11. The trainee is supervised closely, especially at the beginning of each job.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

12. The training station offers a prospect of future full-time employment.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree



13. The trainee is given an opportunity to learn the general policies and systems of the business where he is employed.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

14. The trainee has the workings of his job or his jobs explained to him thoroughly.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

15. Job assignments are not correlated with the students' aptitudes, interests, and abilities.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

16. The trainee's job is not related to the business in general.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

17. Work experience provides an opportunity to practice the principles which are learned in the classroom.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

18. Store personnel with whom students are in close contact attempt to help train them rather than to hinder them.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

19. The trainee is rotated through several jobs for a better, more rounded experience.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

20. The trainee is often put to work and is not given added instruction from time to time.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

21. Attention is given to the development of positive attitudes and a sense of personal responsibility toward the job assignment.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

22. The training station does not provide a variety of learning experiences.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

23. The manager and/or a delegated staff member gives direct supervision to the student.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

24. The employer has a definite interest in the distributive education program.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

25. The training station co-operates in the classroom phase of instruction by providing materials, speakers, and other help when invited to do so.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

26. The business has adequate equipment and facilities to provide a well-rounded training experience.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

27. The occupation in which the trainee is employed is one that beginners may enter from high school.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

28. The job has future possibilities for full-time employment if the satisfactory student so desires after graduation.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

29. Students are often placed in training stations that are likely to be detrimental to their health or well-being.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

30. The trainee is given an opportunity to observe experienced salesmen and to discuss selling problems before he tries out his own selling techniques.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

31. The trainee is provided with some exposure to the various sales supporting occupations such as display, advertising, and credit.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

32. Supervisors encourage leadership and initiative in keeping with the students' ability.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

33. Students are often placed in any part-time job available with little regard for career objectives or training opportunities provided.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

CAREERS IN DISTRIBUTION

1. Merchandising is a time consuming profession. Hours are long, particularly for executives.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

2. Superiors may be overbearing. They often transfer the pressure they feel to the subordinates under them.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

3. Sales personnel spend most of the day on their feet and they are often asked to work overtime, particularly during sales or holiday seasons.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

4. One gets genuine satisfaction in building one's own distribution business or in contributing to the development of a larger organization.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

5. Business establishments in Distribution and the work they do are of infinite variety and cannot fail to offer an opportunity for every type of talent.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

6. In retail trade and in large numbers of miscellaneous businesses, training on the job is still the prevailing way to reach management positions.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

7. The future for young people in merchandising is bright and stores are constantly on the look-out for young executive talent.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

8. Persons with average talents and ambition will find satisfying jobs in merchandising which they can fill adequately.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

9. The work in merchandising is usually in clean, well-lighted and often air-conditioned areas.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

10. The work in retailing is fascinating, and offers great personal satisfaction to men and women who are fashion conscious and enjoy having contact with the newest styles and attractive merchandise before it is offered to the public.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

11. Distribution does not offer one of the largest areas for careers in the country. No matter what an individual's talents may be, there are a limited number of jobs.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

12. There is no opportunity in Distribution for personal recognition. A store employee is merely one of a thousand doing exactly the same repetitive job in obscurity.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

13. Distribution yields great satisfaction. You see the tangible results of your own efforts quickly and surely every day.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

14. Distribution offers excitement and challenge. Probably the most fascinating and exciting business in the world, it never grows monotonous.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

15. Distribution is an industry where business techniques are taught continually - a valuable training for any person who is dependent upon his know-how for his income.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

16. Through a career in Distribution there is a chance for you to gain a prominent part in your community.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

17. Because there are so many points of responsibility in distribution, the opportunities to use individual judgment and initiative come much sooner than in industry.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

18. Knowledge and experience in distribution can not easily be transferred from one business to another, coast to coast.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

19. In the field of distribution high school graduates receive starting salaries generally competitive with those paid by other types of business.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

20. In other fields young people quickly attain a status which may not change for many years, but in distribution promotion is rapid.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree



21. Distribution has low starting pay for college people as compared with other management training programs.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

22. Required evening hours and irregular character of the hours are major disadvantages of a career in distribution.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

23. Careers in Distribution require frequent travel or change of location, particularly in chain organizations and for junior personnel.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

24. Competitive pressures and nervous tension appear to be more keenly felt in the Distribution industry than in some other industries.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

25. Many people say that retailing carries little social prestige, even though many of the leading members of every community are retailers.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

26. Distribution in most cases is too confining, since it is primarily an indoor occupation.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

27. Centers of Distribution are usually located in the busiest parts of the community where there is likely to be a good deal of noise and confusion.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

28. Selling offers you a chance to analyze people, their interests, their likes and dislikes, and their modes of living.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

29. Skillful selling is an occupation of value in any community in the country.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

30. For the person who truly enjoys the challenge of convincing people of the value of a product, the actual selling job may be the most rewarding in the distribution field.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

31. The most vital and one of the most fascinating aspects of distribution is that of providing customers with what they want, when they want it, at the price they want to pay.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree



# APPENDIX B - FINAL INSTRUMENT SCORING KEYS

## CLASSROOM INSTRUCTION SCALE - FINAL SCORING KEY

STATEMENT NUMBER	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
1	5	4	3	2	1
2	1	2	3	4	5
3	5	4	3	2	1
4	1	2	3	4	5
5	5	4	3	2	1
6	1	2	3	4	5
7	1	2	3	4	5
8	5	4	3	2	1
9	1	2	3	4	5
10	5	4	3	2	1
11	5	4	3	2	1
12	5	4	3	2	1
13	1	2	3	4	5
14	1	2	3	4	5
15	5	4	3	2	1
16	1	2	3	4	5
17	5	4	3	2	1
18	1	2	3	4	5
19	1	2	3	4	5
20	5	4	3	2	1
21	5	4	3	2	1
22	1	2	3	4	5
23	1	2	3	4	5
24	5	4	3	2	1
25	5	4	3	2	1

## WORK EXPERIENCE SCALE - FINAL SCORING KEY

STATEMENT NUMBER	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
1	1	2	3	4	5
2	1	2	3	4	5
3	5	4	3	2	1
4	1	2	3	4	5
5	1	2	3	4	5
6	5	4	3	2	1
7	5	4	3	2	1
8	1	2	3	4	5
9	1	2	3	4	5
10	5	4	3	2	1
11	1	2	3	4	5
12	5	4	3	2	1
13	1	2	3	4	5
14	1	2	3	4	5
15	5	4	3	2	1
16	5	4	3	2	1
17	1	2	3	4	5
18	1	2	3	4	5
19	5	4	3	2	1
20	5	4	3	2	1
21	5	4	3	2	1
22	5	4	3	2	1
23	5	4	3	2	1
24	5	4	3	2	1
25	1	2	3	4	5

## CAREERS IN DISTRIBUTION SCALE - Final Scoring Key

STATEMENT NUMBER	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
1	1	2	3	4	5
2	1	2	3	4	5
3	5	4	3	2	1
4	5	4	3	2	1
5	5	4	3	2	1
6	1	2	3	4	5
7	5	4	3	2	1
8	1	2	3	4	5
9	1	2	3	4	5
10	5	4	3	2	1
11	5	4	3	2	1
12	5	4	3	2	1
13	5	4	3	2	1
14	5	4	3	2	1
15	1	2	3	4	5
16	5	4	3	2	1
17	5	4	3	2	1
18	1	2	3	4	5
19	1	2	3	4	5
20	1	2	3	4	5
21	5	4	3	2	1
22	1	2	3	4	5
23	1	2	3	4	5
24	1	2	3	4	5
25	5	4	3	2	1

## APPENDIX C - FINAL INSTRUMENT

### INSTRUCTIONS

PLEASE DO NOT PUT YOUR NAME ON YOUR PAPER.

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These statements are part of a research study designed to find out what YOU think about these areas. There are no right or wrong answers. This is simply a survey of attitudes.

After each statement please indicate your feeling by circling one of the five possible answers. Please do not put down what you think you ought to feel, but what you do feel.

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1. Classroom instructors help the student, by discussing with him what an employer expects in skill, knowledge, and attitudes, to adjust to a job.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

2. Classroom training does not familiarize the students with the fundamentals of salesmanship.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

3. Classroom training develops the students' understanding of the problems of distribution.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

4. Students do not assist in planning the classroom activities.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

5. There is evidence the instructor has carefully planned and prepared the classroom work.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

6. Classroom training does not familiarize the student with the opportunities in selling occupations.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

7. Classroom instruction does not revolve around the career objective of the student.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

8. The teacher of distributive education visits the home of each student.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

9. Classroom training does not provide the student with a knowledge of the skills and techniques of advertising used in the field of distribution.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

10. DECA provides a means for the student to participate in many activities, projects, and programs that will be of interest to the club members, and in conducting the affairs of local, state, and national groups.

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13. Classroom training does not give the student a clear picture of the flow of merchandise from the producer to the consumer.

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Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

19. The distributive education curriculum does not help in understanding the responsibilities of distribution in a competitive economic system.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

20. Classroom instruction entails a study of marketing, including buying, selling, pricing, wholesaling, and retailing.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

21. In addition to the basic concepts, classroom instruction also emphasizes the more difficult skills needed for supervisory and management functions of distribution.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

22. Classroom experiences do not provide students with a solid foundation which will enable them to qualify for higher positions either through formal college education or through informal training on the job.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

23. Instruction in distributive education is not based on the development of a knowledge of the function of distribution in our economy.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

24. Classroom instruction is related to present job specialization and to information needed for career development within the field.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

25. Instruction includes basic concepts for all students in addition to specific instruction related to the students' occupational specialization.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

WORK EXPERIENCE

1. Work experience does not give specific and definite vocational training in the chosen distribution job.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

2. The department manager does not seem to have a sincere interest in the trainee and does not provide a good on-the-job laboratory experience.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

3. Work experience develops in the trainee an appreciation for the responsibilities of management.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

4. The employer often fails to realize that the D. E. trainee is a "learner" as well as a "producer."

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

5. The trainee does not know to whom to turn for advice and training.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

6. Work experience in distribution encourages the student to originate ideas.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

7. The trainee is told as much about the business as possible, thus becoming better informed.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

8. The employer fails to realize what D. E. is and what it can do.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

9. The trainee is not supervised closely, especially at the beginning of each job.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

10. The training station offers a prospect of future full-time employment.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

11. Students are often placed in any part-time job available with little regard for career objectives or training opportunities provided.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

12. The trainee has the workings of his job or his jobs explained to him thoroughly.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

13. Job assignments are not correlated with the students' aptitudes, interests, and abilities.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

14. The trainee's job is not related to the business in general.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

15. Work experience provides an opportunity to practice the principles which are learned in the classroom.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

16. Store personnel with whom students are in close contact attempt to help train them rather than to hinder them.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

17. The trainee is not rotated through several jobs for a better, more rounded experience.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

18. The trainee is often put to work and is not given added instruction from time to time.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

19. Attention is given to the development of positive attitudes and a sense of personal responsibility toward the job assignment.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

20. The manager and/or a delegated staff member gives direct supervision to the student.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

21. The employer has a definite interest in the distributive education program.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

22. The training station co-operates in the classroom phase of instruction by providing materials, speakers, and other help when invited to do so.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

23. The business has adequate equipment and facilities to provide a well-rounded training experience.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

24. The trainee is given an opportunity to observe experienced salesmen and to discuss selling problems before he tries out his own selling techniques.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree



25. Supervisors do not encourage leadership and initiative in keeping with the students' ability.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree



CAREERS IN DISTRIBUTION

1. Supervisors may be overbearing. They often transfer the pressure they feel to the subordinates under them.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

2. Sales personnel spend most of the day on their feet and they are often asked to work overtime, particularly during sales or holiday seasons.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

3. One gets genuine satisfaction in building one's own distribution business or in contributing to the development of a larger organization.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

4. Business establishments in Distribution and the work they do are of infinite variety and cannot fail to offer an opportunity for every type of talent.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

5. The future for young people in merchandising is bright and stores are constantly on the look-out for young executive talent.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

6. Persons with average talents and ambition will not find satisfying jobs in merchandising which they can fill adequately.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

7. The work in retailing is fascinating, and offers great personal satisfaction to men and women who are fashion conscious and enjoy having contact with the newest styles and attractive merchandise before it is offered to the public.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

8. Distribution does not offer one of the largest areas for careers in the country. No matter what an individual's talents may be, there are a limited number of jobs.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

9. There is no opportunity in Distribution for personal recognition. A store employee is merely one of a thousand doing exactly the same repetitive job in obscurity.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

10. Distribution yields great satisfaction. You see the tangible results of your own efforts quickly and surely every day.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

11. Distribution offers excitement and challenge. Probably the most fascinating and exciting business in the world, it never grows monotonous.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

12. Distribution is an industry where business techniques are taught continually - a valuable training for any person who is dependent upon his know-how for his income.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

13. Through a career in Distribution there is a chance for you to gain a prominent part in your community.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

14. Because there are so many points of responsibility in distribution, the opportunities to use individual judgment and initiative come much sooner than in industry.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

15. Knowledge and experience in distribution cannot easily be transferred from one business to another, coast to coast.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

16. In the field of distribution high school graduates receive starting salaries generally competitive with those paid by other types of business.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

17. In other fields young people quickly attain a status which may not change for many years, but in distribution promotion is rapid.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

18. Required evening hours and irregular character of the hours are major disadvantages of a career in distribution.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

19. Careers in Distribution require frequent travel or change of location, particularly in chain organizations and for junior personnel.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

20. Competitive pressures and nervous tension appear to be more keenly felt in the Distribution industry than in some other industries.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

21. Skillful selling is an occupation of value in any community in the country.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

22. Many people say that retailing carries little social prestige, even though many of the leading members of every community are retailers.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

23. Distribution in most cases is too confining, since it is primarily an indoor occupation.

24. Centers of Distribution are usually located in the busiest parts of the community where there is likely to be a good deal of noise and confusion.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

25. The most vital and one of the most fascinating aspects of distribution is that of providing customers with what they want, when they want it, at the price they want to pay.

Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree

Please answer the following questions:

- 1a. What do you like about your classroom training?
- 1b. What do you dislike about your classroom training?
- 2a. What do you like about your work experience?
- 2b. What do you dislike about your work experience?
- 3a. What do you like about a career in distribution and marketing?
- 3b. What do you dislike about a career in distribution and marketing?
4. Do you plan a career in distribution and marketing?      YES      NO

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